

Teaching Grammar Through Content

Strategies for the ILLP Classroom

Rob Robertson and Jill Jeanes

Grammar Teaching

■ In the SEI Classroom

- The grammar hour in the SEI classroom will focus exclusively on grammar.
- This is normally the DSI focus that is attached to the Listening and Speaking ELP Standards.
- Use the DSI to help you define the grammar.

■ In the Mainstream Classroom with ILLPs

- The grammar will be focused on alongside the content. They can be taught separately or in conjunction with one another.
- This is normally the DSI focus that is attached to the Listening and Speaking ELP standards chosen for the ILLP.
- Use the DSI to help you define the grammar.

Teaching Grammar Through Content

- Start with this simple 3 step process.
 1. Choose your content
 2. Choose a DSI focus
 3. Choose a Potential Language Skill in the Listening and Speaking Domain
 4. Design your lesson

Step 1

- **Step 1** – Choose your content (science, social studies, math, etc.)

These materials are often part of your core curriculum in a mainstream classroom.

Step 2

- **Step 2** – Choose a DSI Focus (Simple sentences S-V, Comparative Adjectives, Count vs. Non-count Nouns, etc.)

This is the “grammar” focus for your lesson. It should be something that is tied to your Listening and Speaking ELP standards.

Step 3

■ Step 3 – Choose a Potential Language Skill in the Listening and Speaking Domain

Use various verb tenses

Use nouns, personal pronouns (subjective, objective, and possessive), verbs and adjectives ... adverbs

Use basic subject-verb agreement

Speak in complete sentences

Step 4

- **Step 4** – Design your lesson

Keep in mind that language is your driver and content is your vehicle.

DSI Focus

- **Simple Sentences** – Identifying parts of the sentence, Subject - Verb - Rest of Sentence.

Lesson

- **Objective** – SWBAT identify the subjects and verbs in each sentence of the passage.
- **DSI focus** – simple sentences
- **ELP Language Skill** – speak in complete sentences
- **The Lesson** – This will be a whole group lesson where the teacher will read the passage aloud and have the students identify the subjects, verbs and rest of sentence, for each sentence read. On chart paper the teacher will identify each part of the sentence accordingly.
- **Activity** – Students will be given parts of sentences from the passage to put together (Syntax Surgery).

When can an LEA use ILLPs?

- Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL.
- Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.


Guidelines for ILLP Implementation

Elementary School K-6

- Mainstream classroom teacher will document
 - ILLP requirements
- To Include:
 - Two hours of *explicit ELD*
 - One hour Reading block
 - One hour Writing block

ILLP Resources Available on the OELAS Website - www.ade.az.gov/oelas

ILLP Implementation Presentation Documents from August 2009

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- Sample of Strategies to Implement ELP Standards in the Content Area
 - [Elementary](#)
 - [Middle School](#)
 - [High School](#)
- Resources in Content Areas - These resources can be used with Grades K-5, Grades 6-8, and Grades 9-12. Websites and examples have been reviewed for appropriate use for English language learners and students who have been classified as Fluent English Proficient (FEP) Year 1 and Year 2.
 - [Science](#)
 - [Social Studies](#)
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Individual Language Learner Plan Attachment A



Individual Language Learner Plan (ILLP) – Attachment A

Student Name: Ramirez, Monica		SAIS ID #: 22222222		AZELLA Composite Result: Basic (2nd grade) Date: 8/15/08		
ILLP Teacher Signature:		ILLP Teacher Signature:		ILLP Teacher Signature:		ILLP Teacher Signature:
Required ILLP Areas ELEMENTARY	Required ILLP Areas SECONDARY	Time Allocation	Teacher Responsible For Instruction	Teacher Highly Qualified*	ELP Standards and Language Skills to be Covered	Date
Reading		60 min.	Mainstream Classroom Teacher – Miss Hutton	Y N	<p>ELL II Reading: Phonemic Awareness and Decoding – Language Skill 1. Produce English graphemes.</p> <p>ELL II Reading: Phonemic Awareness and Decoding – Language Skill 2. Generate sounds from letter and letter patterns, including consonant blends, short-vowel patterns.....</p> <p>ELL II Reading: Phonemic Awareness and Decoding – Language Skill 3. Identify the initial and final sounds (not letters) of a spoken word.</p> <p>ELL II Reading: Fluency – Language Skill 1. Read aloud grade-level texts with fluency.</p> <p>ELL II Reading: Comprehending Text – Language Skill 1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting.</p>	10/20/08

ILLP Progress Report – Attachment B

ILLP Progress Report - Attachment B

Name _____

SAIS ID # _____

The ILLP will be reviewed quarterly by the Elementary/Language Arts/English teacher and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

Quarter: 1	Date:	Elementary/Language Arts/English Teacher:
Formative Assessments Used and Results:		
Recommendations:		


Quarter: 2	Date:	Elementary/Language Arts/English Teacher:
Formative Assessments Used and Results:		

Procedure for ILLP Implementation Checklist

- ☐ Identify school qualification for ILLP
 - ☐ 20 or fewer ELLs in a 3-grade span
- ☐ Examine AZELLA Student Reports
 - ☐ Composite score
 - ☐ Subtest scores
- ☐ Group ELLs by proficiency levels for ILLPs
- ☐ Ascertain the number of classrooms/sections at different grade levels
- ☐ Select mainstream teacher(s) to implement the ILLP
- ☐ Determine who is responsible for the 4 hours of ELD instruction
- ☐ Teacher(s) of ILLP meet to prepare ILLP(s)/ ELL Coordinator and Site Administrator may be involved in this process
 - ☐ Attachment A may be used *with the required forms*
 - ☐ Select an educator to oversee the implementation of the ILLP
- ☐ Select ELP Standards to be covered on ILLP
- ☐ Establish timeline for implementation of ELP Standards
- ☐ Determine formative assessments and review timeline to track progress made by the student
 - ☐ Attachment B may be used
- ☐ Set a meeting for teacher(s), administrator, ELL coordinator, and parent/guardian of student on ILLP
- ☐ ILLP is available in classroom(s) and a copy is placed in the student's ELL/Cumulative file(s)

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Elementary K-5


Samples of Strategies to Implement ELP Standards in the Content Area



Required ILLP Areas	Content Area	ELP Standards and Language Skills to be Covered	Strategies
Reading (including Vocabulary)	Science	ELL III Reading: Print Concepts–Language Skill 2. Locate specific information by using organizational features of text.	Use of Graphic Organizers
		ELL III Reading: Phonemic Awareness and Decoding– Language Skill 4. Apply knowledge of basic syllabication rules when decoding.	Use of Academic Language Scaffolding
		ELL III Reading: Vocabulary–Language Skill 1. Use knowledge of root words and affixes to determine the meaning of words.	Use of Academic Language Scaffolding
		ELL III Reading: Fluency–Language Skill 1. Read aloud grade-level texts in ways that reflect understanding...and that engage the listeners.	Context Clues through Visual Scaffolding
		ELL III Reading: Comprehending Text–Language Skill 7. Follow written multiple-step instructions to perform routine procedures or answer questions.	Task-based or Experiential Learning
	Social Studies	ELL III Reading: Print Concepts–Language Skill 2. Locate specific information by using organizational features of text.	Pre-teach Reading Assignments
		ELL III Reading: Phonemic Awareness and Decoding– Language Skill 8. Use knowledge of word order (syntax) and context to confirm decoding.	Use of Academic Language Scaffolding
		ELL III Reading: Vocabulary–Language Skill 2. Determine the intended meaning of grade-level words with multiple meanings using word, sentence, and paragraph clues.	Word Banks
		ELL III Reading: Fluency–Language Skill 1. Read aloud grade-level texts in ways that reflect understanding...and that engage the listeners.	Jigsaw Learning
		ELL III Reading: Comprehending Text–Language Skill 6. Identify cause and effect relationships in text.	Group Work / Use of Graphic Organizers
	Math	ELL III Reading: Print Concepts–Language Skill 2. Locate specific information by using organizational features of text.	Directed Reading-Thinking Activity
		ELL III Reading: Phonemic Awareness and Decoding– Language Skill 5. Read words from word families.	Use of Academic Language Scaffolding
		ELL III Reading: Vocabulary–Language Skill 10. Understand words that signal grade-specific mathematical operations.	Use of Academic Language Scaffolding
		ELL III Reading: Comprehending Text–Language Skill 12. Restate mathematical symbolic representations into words or sentences.	Deciphering the Language of Mathematics

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Middle School 6-8

Samples of Strategies to Implement ELP Standards in the Content Area

Required ILLP Areas	Content Area	ELP Standards and Language Skills to be Covered	Strategies
Reading (including Vocabulary)	Science	<p>ELL IV Reading: Vocabulary– Language Skill 1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</p> <p>ELL IV Reading: Vocabulary– Language Skill 2. Distinguish between denotative and connotative meanings of grade-level words.</p> <p>ELL IV Reading: Comprehending Text– Language Skill 5. Use information from text and text features to determine the sequence of activities to carry out a procedure.</p> <p>ELL IV Reading: Comprehending Text– Language Skill 7. Access and locate specific information from informational and functional text.</p>	<p>Use of Academic Language Scaffolding</p> <p>Use of Graphic Organizers</p> <p>Task-based or Experiential Learning</p> <p>Leveled Questions</p>
	Social Studies	<p>ELL IV Reading: Vocabulary– Language Skill 4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms.</p> <p>ELL IV Reading: Vocabulary– Language Skill 7. Recognize words that signal the following text organizational structures:</p> <ul style="list-style-type: none"> • Cause and effect • Chronological sequences • Comparison and contrast • Description • Problem and solution <p>ELL IV Reading: Comprehending Text– Language Skill 8. Navigate text that includes factual information with unfamiliar names and events.</p> <p>ELL IV Reading: Comprehending Text– Language Skill 12. Comprehend content area words.</p>	<p>Pre-teach Reading Assignments</p> <p>Graphic Organizers</p> <p>Analogies</p> <p>Graphic Organizers</p>
	Math	<p>ELL IV Reading: Vocabulary– Language Skill 4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms.</p> <p>ELL IV Reading: Vocabulary– Language Skill 6. Know the meaning of multiple-meaning grade-level words that have a different meaning in mathematics.</p> <p>ELL IV Reading: Comprehending Text– Language Skill 9. Interpret graphic sources of information.</p> <p>ELL IV Reading: Comprehending Text– Language Skill 10. Translate a sentence written in context into an algebraic equation.</p> <p>ELL IV Reading: Comprehending Text– Language Skill 11. Comprehend grade-level mathematics word problems.</p>	<p>Deciphering the Language of Mathematics</p> <p>Word Walls</p> <p>Use of Graphic Organizers</p> <p>Deciphering the Language of Mathematics</p> <p>Understanding the problem/Reading the story</p>

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High School 9-12

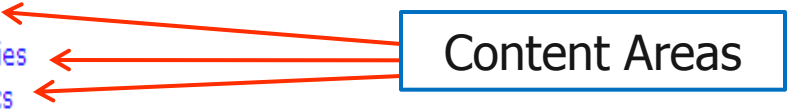
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Reading (including Vocabulary)	Science	ELL V Reading: Vocabulary– Language Skill 1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	Use of Academic Language Scaffolding
		ELL V Reading: Vocabulary– Language Skill 4. Use standard dictionary, thesauri, and glossaries to determine meanings.	<u>Realia</u> , Manipulatives and Materials
		ELL IV Reading: Comprehending Text– Language Skill 5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Use of Graphic Organizers
		ELL V Reading: Comprehending Text– Language Skill 4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence.	Use of Academic Language Scaffolding
		ELL V Reading: Comprehending Text – Language Skill 11. Comprehend content area words.	<u>Realia</u> , Manipulatives and Materials
	Social Studies	ELL IV Reading: Vocabulary– Language Skill 7. Recognize words that signal the following text organizational structures: cause/effect, chronological sequence, compare/contrast, description, problem/solution.	Use of Context Clues
		ELL V Reading: Vocabulary– Language Skill 4. Use general and specific dictionaries, and other reference aids to determine meanings, pronunciation, syllabication, synonyms and antonyms, parts of speech, and correct spellings of words.	Word Banks
		ELL IV Reading: Comprehending Text– Language Skill 8. Navigate text that includes factual information with unfamiliar names and events.	Jigsaw Learning
		ELL V Reading: Comprehending Text– Language Skill 4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence.	Use of Graphic Organizers
		ELL V Reading: Comprehending Text – Language Skill 11. Comprehend content area words.	Primary Source Material and Artifacts
	Math	ELL V Reading: Vocabulary– Language Skill 1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	Deciphering the Language of Mathematics
		ELL V Reading: Vocabulary– Language Skill 6. Know the meaning of multiple-meaning grade-level words that have a different meaning in mathematics	Use of Academic Language Scaffolding
		ELL IV Reading: Comprehending Text– Language Skill 5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Understanding the Problem
		ELL V Reading: Comprehending Text– Language Skill 9. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa.	Modeling Think Alouds
		ELL V Reading: Comprehending Text– Language Skill 10. Comprehend grade-level mathematics	Use of Graphic Organizers

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# **English Language Development Strategies in** **Science**

- **Group Work**
- **Use of Graphic Organizers** - A sampling of graphic organizers and their use: Herringbone map, Flow charts, Cycle map, Spider map, KWHL Chart, THC Chart, Star Diagram, Vocabulary maps Fact/Opinion Chart
- **Activation of Prior Knowledge**
- **Use of Academic Language Scaffolding**
- **Context Clues through Visual Scaffolding**
- **Realia, Manipulatives, and Materials**
- **Task-based or Experiential Learning**
- **Leveled Questions**
- **Multiple Intelligence Strategies**
- **Bloom's Taxonomy Strategies**
- **Assessing All Students' Performance and Understanding**



# **English Language Development Strategies in *Social Studies***

- **Pre-teach Reading Assignments**
- **Use of Context Clues** - Sampling of cloze activities for Writing and for use with Reading text and a website for cloze activities
- **Word Banks**
- **Rehearsal Strategies (Practice)**
- **Teacher Lecture and Student Note Taking**
- **Role Playing**
- **Primary Source Material and Artifacts**
- **Jigsaw Learning**
- **Use of Graphic Organizers** – A sampling of graphic organizers and their use: Herringbone, Flow chart, Cycle map, Spider map, KWHL, THC chart, Star Diagram, Vocabulary map, Fact/Opinion Chart
- **Buddy Read**
- **Analogies**

# **English Language Development Strategies in Mathematics**

- **Grouping Structures**
- **Understanding the Problem/Reading the Story**
- **Writing Problems**
- **Deciphering the Language of Mathematics**
- Teach Key Mathematics Vocabulary
- Teach Steps to Solve Word Problems
- **Use of Graphic Organizers** - Simple Bar Graph, Horizontal Bar Graph, Range Bar Graph, Histogram, Grouped Bar Graph, Composite Bar Graph
- **Word Walls**
- **Modeling of Think Alouds** (Ideas: Money, Comparison, Estimation)
- **Learning Journals**
- **Academic Language Scaffolding**
- **Directed Reading-Thinking Activity**
- **Uses for Manipulatives**

Interested in how to complete ILLP  
paperwork?

Individual Language Learner Plan Session

Friday, December 11, 2009

9:45 – 11:15 a.m.

Sachem West – 120 R8

Presented by: Secily Downes